**Robust Teaching/Learning Cycle**

**DURING INSTRUCTION**

Evidence of Understanding

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**How will each student demonstrate what has been learned?**

Practice: Teachers intentionally plan to check for understanding and foster student ownership of learning.

**Teacher Quality Standards: I, II, III**

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| **Cycle Component** | **Correlation to Teacher Quality Standards** |
| **Use Models and Exemplars**    The use of models and exemplars deepen student understanding of the learning target and the abstract understanding of excellence.    Teachers should engage student analysis of authentic models from experts in the field as well as student exemplars, to promote understanding of the range of quality within each performance criteria. | * Engages student in a variety of explanations and multiple representations of concepts and ideas. (I.d) * Students describe their level of performance in relation to the lesson objective (III.c) * Students use a variety of assessment methods (formative assessment data, work samples, artifacts, and quantitative performance data). (III.h) * Students assume ownership by compiling portfolios of their work. (III.h) |
| **Use Evidence to Inform Instructional Adjustments**    Teachers should plan ahead to collect evidence of student learning during the lesson delivery. The elicited assessment evidence should provide immediate instructional adjustments during the lesson, near-future adjustments for upcoming lessons, and last-chance adjustments during the waning hours the unit’s end.    A variety of formal and informal methods should be used to collect evidence of student learning aligned with the standards-based learning target. Teachers should use data collection strategies to organize learning evidence. | * Teachers use appropriate methods to assess what each student has learning, including formal and informal assessments and uses the results to plan further instruction. (III.h) * The teacher aligns instruction with student needs. (I.a) * Provides literacy instruction that is needs-based and focused on the ability to read complex texts and independent reading. (I.b) * Adapts instructional strategies to meet student needs (II.d) * Adapts lessons to address student strengths/weaknesses. (III.a) * Teacher monitors instruction against student performance and makes real-time adjustments. (III.b) * Adjusts group composition based on student needs. (III.f) * Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice. |
| **Provide Descriptive Feedback**    A valid and reliable system to assigning grades is foundation to providing clear communication with students and families about their learning progress.  Proficient educators provide and help students use descriptive, timely, specific and individualized feedback about the quality of their work. When all students can effectively use and apply formal and informal feedback to monitor and accelerate their learning, a teacher is accomplished and/or exemplary. | * The teacher provides frequent, timely, specific, individualized feedback about the quality of the student work. (III.h) * Teachers teach students to use feedback in their learning. (III.h) * Students should effectively use and apply teacher feedback to improve performance and accelerate their learning. (III.h) * Teachers should establish consistent and appropriate strategies for assigning grades. (III.h) * Teachers should base grades on multiple measures that provide a comprehensive and consistent picture of student knowledge and skills in relation to the standard. (III.h) |
| **Involve Students in Self-Evaluation, Self-Monitoring and Goal-Setting**    In order to maximize student learning, students should fully comprehend what they need to know, understand and be able to do to perform at mastery levels.    Teachers should use a variety of strategies to clearly inform students of the intended learning targets. Teachers should ensure that students articulate their learning expectations and what mastery looks like in order to empower students to take charge of their own learning. | * Students help set their own learning targets based on self-monitoring activities and use the current lesson to accelerate their learning and advance to the next performance level. (I.e) * Students articulate their needs, seek out materials appropriate to their learning styles and needs, and monitor and track their own performance data to understand how they learn and where their time and efforts are best used. (III.a) * Students strive to address their needs and close gaps between their level of performance and that of other students (III.b) * Students self-assess and assume ownership for setting learning goals and evaluating and monitoring their progress. (III.h) |